ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001732	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Huff, Dr. Eldon E., et al.

5. TITLE OF DOCUMENT ABSTRACTED: Dropout Follow-up: A Report of A Summer Project in Guidance

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Guidance Department
ORG. South Bend Community School Corporation
ST. South Bend, Indiana
CITY, STATE

9. PUBLISHER OR SOURCE: South Bend Community School Corporation South Bend, Indiana

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	8/64	74

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

dropout problem	guidance
counseling	job application
	employment of youth

17. ABSTRACT (MAX. 250 WORDS)

With six persons to staff the summer camp, the following objectives were set: 1. to gain additional information about dropouts; 2. to provide counseling services for students no longer in contact with the school; 3. to provide educational and occupational information for dropouts; 4. to provide a liaison between the dropout, the school, and the community; 5. to encourage further education of dropouts; and 6. to gain information to help identify potential dropouts. A job counseling center was established, and the staff developed an occupational-educational information library. In counseling the dropouts the approach was that of trying to provide the student with a better understanding of himself and the world around him. 70% out of 121 actually interviewed responded to counseling sessions. It was discovered that family attitude contributed to the student's dropping out. The majority of dropouts are academic dropouts long before they actually drop out physically. Help for dropouts must be provided by the school. A look at the total group of 225 boys showed that 104 were no longer in the community. Of the boys counseled 15 made arrangements to go back to a full-time school program and 13 to complete their high school programs.

A handbook on employment and educational assistance for out-of-school youth is given, designed to help the dropout. It shows how and where to look for a job, and was given to all students.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

2

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED001732

Mulligan

DROPOUT FOLLOW-UP

A Report
of a
Summer Project
in
Guidance

Guidance Department
South Bend Community School Corporation
South Bend, Indiana
August 24, ~~1964~~

ED001732

FOREWORD

The following is a report submitted by the Guidance Department of the South Bend Community School Corporation to the Indiana State Department of Public Instruction, Guidance Division, in fulfilling the requirements of the Summer Project in Guidance under Title V of the National Defense Education Act. It is submitted to you for your information, for comments, and for your suggestions for further study.

Dr. Eldon E. Ruff, Project Director
Mr. Eugene Glod, Project Counselor
Mr. Everett Holmgren, Project Counselor
Mr. Stephen Kosana, Project Counselor
Mr. Richard Wysong, Project Counselor

ACKNOWLEDGEMENTS

Appreciation is expressed to Mr. Donald Dake, Assistant Superintendent of Instruction, Dr. Alex. Jardine, Superintendent of Schools, and to the School Board for supporting the dropout project and providing the physical facilities in which we operated; to Dr. Rolla Pruett, State Director and Duane Brown, Assistant State Director of Guidance, for their support of the project; and to National Defense Education Act for the funds which made the project possible.

Special thanks are expressed to the Associates Investment Company for printing the Handbook of Employment and Educational Assistance, to the South Bend Tribune and to WSBT-TV for their fine publicity and support, and to the Vocational Guidance Committee of the Kiwanis Club for their support in providing "big brothers" for a number of the dropouts.

We are especially grateful to Mr. Loren Heckaman, Manager, and Cal Bauder, Youth Employment Supervisor, and to the entire staff of the Indiana State Employment Agency for their excellent cooperation and participation in the project.

To the many other people and agencies involved in the summer project we express our sincere appreciation.

TABLE OF CONTENTS

Page

Background of the Project ---------- 1

Introduction ---------- 1
The Community ---------- 1
The School System ---------- 2
Conclusion ---------- 2

Description of the Project ---------- 3

The Objectives ---------- 3
The Staff ---------- 4
Operational Procedures ---------- 5
Findings ---------- 8

Recommendations ---------- 11

Recommendation I ---------- 12
Recommendation II ---------- 13
Recommendation III ---------- 14
Recommendation IV ---------- 14
Recommendation V ---------- 15
Summary ---------- 15

Appendix A — Handbook on Employment and Educational Assistance for Out-of-School Youth ---------- 16

Appendix B — Newspaper Releases ---------- 27

Appendix C — Information on Manpower Development and Training Program ---------- 33

Appendix D — Information on Camp Atterbury Youth Program ---------- 35

Appendix E — Kiwanis Stay in School Project ---------- 38

Appendix F — Questionnaires and Forms ---------- 40

Letter to Dropouts ---------- 41
Information Form ---------- 42
Personal Interview Form ---------- 46
Phone Contact Form ---------- 48
Not Available Form ---------- 49
Counseling Report Form ---------- 50
Dropout Study Form ---------- 51

Appendix G Significant Remarks from Personal Interviews --------55

Appendix H Tables ----------60

Table I The Project Sample ----------61
Table II Background Information on the ----------62
70 Counseling Cases
Table III Disposition of the 70 Counseling Cases---68
Table IV Services Provided the 70 Dropout --------69
Counselees by the State Employment
Service as a result of Referral from the
Counseling Center

DROPOUT FOLLOW-UP

BACKGROUND OF THE PROJECT

Introduction

The high school dropout has long been a source of concern. This concern has become much more pronounced as the unskilled jobs continue to disappear from the labor force and as it becomes more and more difficult for young people to enter the work world without a high school education. With 551 students (5 ½% of the high school population) dropping out of the South Bend Community Schools during the past year, a real need was felt for providing services for these students beyond the high school. With this in mind, a Dropout Follow-up Project was prepared and submitted to the Indiana State Department of Public Instruction, Guidance Division, as a 1964 summer project in guidance. The project was one of fourteen approved and supported 100% by funds available through Title V of the National Defense Education Act.

The Community

South Bend is an urban industrial community located in St. Joseph County in Northern Indiana. It has a population of approximately 135,000. Its population is typical. There are high and low educational and income levels, skilled and unskilled laborers, farmers, and professionals with backgrounds in many nationalities. Research, marketing, and advertising organizations return to South Bend year after year for important tests and studies. They have proven that South Bend is a typical cross-section of America.

The School System

The South Bend Community School Corporation is a reorganized school district composed of the city of South Bend and six townships surrounding the city. Currently there are seven high schools and forty elementary-junior high schools serving a school population of 36,000 students. In South Bend the past several years, approximately one-fourth of those starting high school fail to graduate. This means that in the incoming freshman class of 2915 students 2190 will graduate and nearly 725 will drop out unless something is done to increase the school's holding power. In a recent National Education Association report of a nationwide survey of holding power in 128 of the largest city school systems, South Bend ranked in the top 25% in holding power.

Conclusion

In the past, once a student left school before graduation no further follow-up was made by the school. This project has provided an excellent opportunity to follow-up students who dropped out during the year and to provide services to these students so that they could become more productive and useful citizens in our community. It has also provided an opportunity to delve deeper into the reasons for leaving school and to examine more closely the program of the school in relation to the needs of the students who leave school before graduation.

DESCRIPTION OF THE PROJECT

The Objectives

In initiating the project the following objectives were set forth:

1. To gain additional information about dropouts, their reasons for dropping out, and their future plans.
2. To provide counseling services for students no longer in contact with the school.
3. To provide educational and occupational information for dropouts.
4. To identify areas where the school needs to expand its efforts in trying to meet the needs of dropouts.
5. To provide a liaison between the dropout, the school, and the community.
6. To encouage further education and provide a means for dropouts to continue their education through evening school, correspondence work, in-service education within business and industry, or through the regular school program where satisfactory programs can be worked out.
7. To gain information to help identify potential dropouts in school in order to increase our efforts to keep them in school.

In essence the ultimate aim of the project was to better prepare each dropout and each potential dropout of the future for his place in society by helping him to utilize his potential to the fullest.

The Staff

The staff for the project consisted of six persons, Dr. Eldon E. Ruff, Director of Guidance for the South Bend Community School Corporation, served as project director and coordinated the project activities. Miss Kay Albertson worked as a full time secretary. She served as a receptionist in the counseling office as well as handling all of the clerical duties.

Four counselors worked as a team in contacting dropouts, conducting interviews, group sessions, and working with community agencies. All four are certificated counselors although only two are actively engaged in counseling during the school year. Mr. Steve Kosana, from John Adams High School, a large urban high school, and Mr. Everett Holmgren from North Liberty High School, a small rural high school, are full time counselors. Mr. Richard Wysong is the Industrial Coordinator for the South Bend Community Schools and works closely with labor and management in organizing and conducting apprentice programs and trade and techanical classes. Mr. Eugene Glod is the Diversified Cooperative Education Coordinator for the South Bend Community Schools and works closely with business and industry in the training of students through work-study programs.

These four counselors were selected on the basis of their background, experience, and their ability to complement one another in the "job oriented" approach taken in the summer project.

Operational Procedures

A Job Counseling Center was established to provide individual counseling services for dropouts. The name "Job" was chosen to avoid the overt objection which dropouts many times attach to the word education. The center was located in the Vocational Building of Central High School which is located in the downtown area. Office hours were maintained from 8:00 a.m. to 5:00 p.m. week days. The office was also open at various other hours and times by appointment. Many of the counselor's home calls were in the evening or at times when the dropout was at home, including Sunday.

The project staff developed an occupational-educational information library in the center; developed printed materials and pamphlets for use in the project; contacted and interviewed the dropouts; reviewed case studies and recommended courses of action; brought in resource people and conducted group guidance activities; served as liaison persons with business and industry; arranged for tours of business and industry; and analyzed the information which came out of the project in order to assemble the information into this report.

The project itself was facilitated by the availability of

background information on each dropout compiled during the past year by the school counselors as well as information from the cumulative records, psychological reports, autobiographies, and health records. All of this information was housed in the Job Counseling Center.

It was immediately evident upon the close analysis of the available information that intensive study and counseling services could not be provided to such a large group within the six week period of the project. The project staff looked for a possible sub-group within the total group which would lend itself to intensive study during the allotted period of time. The largest sub-group (191) proved to be boys not returning to school in the fall of 1963 and those who dropped out during the fall semester of the 1963-1964 school year. In addition to the 191 boys in the original group, 34 boys were added during the summer as a result of referrals from the State Employment Office; boys who were friends of one of the counselees and referred by the counselee, and boys who came in as a result of the publicity in the South Bend Tribune (a feature story and an editorial -- see Appendix B). This is the group (225) with which we worked and for the purposes of this report will here-to-for be referred to as the "group".

Once the group was identified, a Handbook of Employment and Educational Assistance (see Appendix A) and an introductory letter was sent to each dropout in the group. The handbook which was developed by the

staff contained the following information:

a. Purposes, address, and phone number of the Job Counseling Center.

b. Educational and vocational opportunities in the area and persons to contact regarding them.

c. Various agencies which could offer help to dropouts.

d. Helpful hints on how and where to look for a job.

Several days were allowed for the dropouts to receive the introductory letter and the handbook and to respond. If there was no response, the counselors contacted each dropout either by telephone or by a house call and arranged for counseling interviews. When the dropout could and would come to the Counseling Center for interviews, it was conducted in this manner. In other cases the counselor called at the home for the interview. In some cases the dropout did not want help of any type and the case was terminated.

The counseling interviews varied with each case. In general however the approach taken was that of trying to get the counselee to get a better understanding of himself and the world around him. This was done by taking a look at his ability as measured by tests, his performance as measured by grades, his interests, his aptitudes and his participation in various activities. His present and future needs both physical and psychological were discussed. Experiences in trying to get a job and experiences on the job were also discussed. In each case where

a boy was employed an attempt was made to get him to evaluate the job, its future potential and the educational requirements necessary for him to advance with the job if advancement was possible. If advancement was not possible, an attempt was made at getting the counselee to evaluate the job in terms of meeting his future needs and in terms of using his abilities to the fullest.

In addition to the individual counseling, referrals were made to the state employment agency and other community agencies, group tours were taken through various places and small group sessions were held in regard to preparing for, entering into, and adjusting to a job.

Findings

Although one objective of the project was to gain additional information about dropouts and their present status in the community, the major objective was to provide a service to those young people no longer in school; in some cases no longer under the responsible supervision of an adult, and yet so much in need of help.

It was the belief of the project staff at the outset that these young people would want and would respond to help provided for them. This was substantiated by the fact that 70 out of the 121 actually interviewed, either by telephone or in person, responded to counseling sessions. Even in cases where they indicated they did not need any help at the present, they expressed a real appreciation for the fact that someone

from the school was still interested in them. This appreciation was expressed over and over again by parents of the boys. (See Appendix G, Significant Remarks). This is a factor which cannot be measured statistically but which could have a significant bearing on the attitude of these people toward the school. In return it could have a bearing on other members of the family in the future.

In general it appears that the attitude of the family originally toward education or more specifically toward the school, may have been one of the factors contributing to the students dropping out.

A second observation is that the majority of the students dropping out of school are academic dropouts long before they are actually physical dropouts. The records show that many of the academic difficulties can be traced back into the early elementary years. One-third (57) of boys in the original sample (191) for which records are available have had individual psychological examinations. These psychological examinations again point out learning difficulties back in the early years. These learning difficulties are not as a result of low mental ability in many cases. Two-thirds of all the students who dropped out of school during the past year had measured intelligence quotients of average or above. At the time these students dropped out, however, only 20% were passing all their subjects.

A third observation is that an attempt must be made by the school to provide help for students who have dropped out. Even though these students

need and want help, as evidenced by 70 out of 121 students still in the community responding to the counseling services offered, 91 house calls had to be made initially. These students, even though they wanted help, would not respond on their own. However, after the counselor made the initial effort, many of the boys responded by coming to the center for further help.

A look at the total group in the summer project shows that out of 225 boys, 104 were no longer in the community. Of those no longer in the community, 62 were in the armed services, 13 were in penal or correctional institutions, and 29 could not be located.

Of the remaining 121 boys, 51 indicated that they did not want any help. Various reasons were given for not wanting help. Some of the boys were employed and satisfied with their job and their life situation in general; some were continuing their education; some were just not interested - no reason given.

The remainder of the group, 70 boys, all had counseling interviews. Of the 70 boys who had counseling interviews, 17 had three or more counseling sessions, 16 had two sessions, and 37 had one session.

The disposition of the 70 cases at the time of the report is as follows. Fifteen boys had made arrangements to go back to a full time school program. In several cases special programs were worked out to meet special needs of the boys. Thirteen boys had made arrangements to complete their high school education in the evening school program. Many

of these boys had regular jobs during the day but saw the need for a high school education in order to advance on the job.

Thirty-three boys registered for job placement at the State Employment Agency, 29 completed the General Aptitude Test Battery, and 28 received job counseling in relation to GATB results by the state youth employment counselor. Eight boys applied for training under the Manpower Development and Training Act (See Appendix C), and one is already enrolled in the cook's course. Three boys were referred to the youth training program at Camp Atterbury (See Appendix D), and two are currently enrolled.

Five boys were referred to local Kiwanians (See Appendix E), who are businessmen in the area who have accepted the responsibility of keeping in contact with the boys referred to them and will provide them with counseling and encouragement when necessary.

The final disposition for a number of cases was not determined at the time of this report. The counselors are continuing to work with these cases until a final disposition is made. (See Appendix H for a complete report of the findings in Table form).

RECOMMENDATIONS

Just as there is no single pattern of characteristics to describe all dropouts, there is no single plan of action which might be initiated by all schools and communities to combat the problem of the school dropout.

The following guidelines have been developed to help solve the problem in the community of South Bend, Indiana:

Recommendation I

Guidance, counseling, and psychological services should be strengthened throughout the twelve years of schooling with particular emphasis at the elementary level. A real effort should be made to provide guidance specialists at the elementary level to work with the potential dropout at the time he first experiences learning difficulties and to try to eliminate the cause of the problem at its source.

A relationship seems to exist between the occupational, economic, and educational level of parents of dropouts and the length of time the dropout attends school; thus, a program for the involvement of parents in educational activities is indicated during the "golden years" of youth. Home attitudes must become more positive before the student reaches high school.

Parents of dropouts seem to have a distorted view of the responsibility of the school. Needless to say, there is a lack of communications between the home and the school. It doesn't seem as though it will be resolved through present methods, i.e. P.T.A. meetings, open houses, etc. The Job Counseling Staff made 91 house calls from among 191 students simply because of the inability and/or reluctance of

the home to seek the services of the Counseling Center. The counselor should be allowed and expected to make frequent home visitations in such instances. This will require a departure from the traditional concept that staff responsibilities are confined to the school building throughout the school day.

In addition, the guidance staff and the entire school staff need to be made more aware of the existing services available in the community and to maintain a closer working relationship with the various community agencies.

Recommendation II

One counselor should be designated as a follow-up counselor for the school system. His work would be exclusively with dropouts who by and large do not maintain contact with the school once they leave. The dropout simply wants to "go" and not until he has experienced the reality of adjustment to the adult world does he recognize the need for help.

It is believed that a majority of the 70 boys who had counseling interviews were helped in some manner to find themselves and to find their place in society. This is indicated by the final disposition of the counseling cases reported in the findings of the study. If our assumption is true, and we firmly believe that it is, then we see the summer project as a real contribution to the lives of these young people

and to the total community and should be continued on a regular basis as a part of our total school program.

Recommendation III

Work-Study programs should be expanded to meet the needs of more students. These programs have been very successful in our schools in the past and they are more in keeping with meeting the individual needs of the potential dropouts than our traditional programs. The expansion of the work-study programs should take place in the freshman and sophomore years otherwise the student may drop out before this type of program has had a chance to be of service to him. Job opportunities need to be expanded to include more service and unskilled occupations for those students who do not have the ability to handle skilled jobs but who could benefit from the practical experiences provided by a work-study program. These students have a contribution to make to society if we but permit them to make it.

Recommendation IV

Our school programs must be made more flexible to meet the needs of students who cannot benefit from our traditional programs. It is believed that more flexibility can be achieved without throwing our standards by the wayside. The ends of elementary and secondary education are not the diploma per se. For the potential dropout, there is need to

provide course offerings with the high school diploma not entirely in mind. The offerings should be flexible to the extent that it would build competency in a vocation, competency in meeting life situations, and at the same time make better citizens from our youth who are potential dropouts.

Recommendation V

Vocational education needs to be expanded to meet the needs of more students. The wide variety of vocational courses called for could probably be best provided in a vocational school. In some cases it would be desirable not only to have students enrolled in the school but to have them reside there in order to remove them from an undesirable environment. This approach would correct one of the major obstacles for their educational failure, that of poverty and the conditions which poverty breeds.

Summary

We are fully aware that the causes of the school dropout are numerous and complicated and that many causes lie outside the range of influence of the school. We believe, however, that the holding power of the school can be increased and that the school has the ability and the obligation to help a greater number of young people fully realize their potential and find their place in our modern complex society.

APPENDIX A

Handbook on Employment and Educational Assistance

for

Out-of-School Youth

The following is a duplication of the Handbook on Employment and Educational Assistance which was prepared for the Project. The original was an 11 page, 8½ x 11 inch, printed booklet.

HOW TO

OPEN DOORS

A Handbook on Employment and Educational Assistance for Out-Of-School Youth

KNOCK! KNOCK!

Have certain doors been closed for you because of lack of a skill, lack of experience, or lack of education?

Have you had trouble finding a job, keeping a job, or locating a better job?

If your answer to any of these questions is yes or if you would like some other kind of assistance, this booklet may be just what you are looking for.

Read it!

React to what it says!

Follow up on the suggestions.

The following steps may contain the keys to open doors of opportunity for you.

Step I

THE JOB COUNSELING CENTER
110 North William Street, Phone 232-3733

Contact:

A Job Counseling Center has been established to provide assistance for you. These services have been made available in South Bend for out-of-school youth who have not completed their education through a grant provided by the Federal Government.

These are the services available at the Job Counseling Center <u>without charge</u>.

1. Employment Assistance in:

   a. Locating jobs
   b. Applying for a job
   c. Determining qualifications for various jobs
   d. Job improvement

2. Educational Assistance for Improving Abilities through:

   a. Regular school programs
   b. Work-study programs
   c. Business and industry in-service programs
   d. Trade and Technical programs
   e. Apprenticeship programs
   f. Correspondence programs

If you would like assistance from the Job Counseling Center, without charge, call or drop in Monday through Friday from 8:00 a.m. to 8:00 p.m.

DON'T WAIT -- ACT TODAY!

Call the Job Counseling Center, Phone 232-3733

STEP II

In addition to the Job Counseling Center, several other agencies in the community offer assistance to out-of-school youth. Other agencies to contact are:

The Indiana State Employment Services
216 North Michigan Street, Phone 233-6175

The State Employment Service office will give you leads for employment and assist you in determining your qualifications for a job. This office maintains a special Youth Employment Department and the services are free. For additional information or help call or stop by the office week-days from 8:30 a.m. to 3:30 p.m.

The South Bend Urban League
202 S. Main Street, Phone 288-8389

The Urban League maintains an employment department which provides employment assistance to Negro youth. In addition to the placement service, the Urban League offers assistance of various other types to young people.

United Community Services
120 South Taylor Street, Phone 232-8201

Various agencies of the United Community Services may be able to help you with some specific assistance, such as assistance for the handicapped. If you don't know what particular agency can help you, call the United Community Services office. They can direct you to the proper agency.

Company Employment Offices

Most people who are working did not get their job by applying at only one employment office one time. Many of them applied at a number of offices several times. Don't give up after one call. Persistence pays.

Your Friends

Your friends may know of openings in companies where they work, or they may have heard of others to which they could give you a lead. Seek their help.

Your Former School

Even though you may not be in school now, your school can still help you in many ways. Call the guidance department of any of the schools and ask for their assistance.

John Adams, 808 S. Twyckenham Drive, Phone 288-4655
Central High, 317 W. Washington Ave., Phone 234-2174
Clay, 52690 Emmons Road, Phone 272-3883
Greene, 24702 Roosevelt Road, Phone 289-5315
North Liberty, North Liberty, Phone 656-8211
Riley, 405 E. Ewing Ave., Phone 289-5573
Washington, 4747 Washington Ave., Phone 288-8328

STEP III

If you discover that the lack of education is the factor keeping you from getting the job you want, here are some ways of completing your high school education in South Bend.

Evening High School

Regular high school credit may be obtained in the Evening High School program at Cline School, 1534 West Sample Street, classes meet in the evening, usually two hours per night two nights per week. The fee is $5.00 per semester. For more information call 289-4096.

Correspondence Courses

You may study at home for high school credit through correspondence courses offered by Indiana University Correspondence Study Division, Bloomington, Indiana. (Note -- These are the only high school credit correspondence courses other than the U.S. Armed Forces Institute Courses listed below that are accepted toward a high school diploma in Indiana. For a person under 21 years of age a maximum of two units of credit in correspondence work is accepted toward graduation).

High School General Educational Development Tests

Former students of the South Bend Community School Corporation who are 21 years of age and older may qualify for a High School Equivalence Certificate by taking and successfully completing a battery of High School General Educational Development Tests. Tests are given by the Research Department of the South Bend Community School Corporation, 228 S. St. Joseph Street, Phone 232-6916.

Cooperative Education Program

If you are classified as a junior or senior and wish to return to school, consider one of the high school work experience programs. The public high schools of the South Bend Community School Corporation have a program for students who wish to attend school part time and work part time. You may earn credit both in school and on the job, and you may go on to obtain a high school diploma while you are earning and learning. For more information call 232-3733.

Regular High School

If you are seriously interested in continuing your schooling it is possible for you to return to a South Bend Community School Corporation high school to achieve a regular high school diploma. Many types of programs can be worked out to meet your particular need. Call 232-3733 or contact the guidance office of the school in your district.

United States Armed Forces Institute Courses

If you enter the military service, consult the education officer where you are stationed for information on USAFI courses. Credits earned through completion of USAFI courses may be accepted for a high school diploma by the public schools upon evaluation and approval of the high school principal.

CAUTION

Beware of highly advertised correspondence and home study courses or high pressure salesman representing various training programs. Many have high tuition rates and large down payments and may not represent what you expect. If in doubt, or before signing a contract, call or visit your former school counselor.

STEP IV

There are other ways of obtaining employable skills.

These are:

Trade Extension Program

You may attend Trade Extension Classes evenings at Central, Cline, Clay, Riley, and Washington High Schools if you are 16 years old and are not attending day school. You may select individual subjects or a series of subjects to train for a particular job. These courses do not give high school credit. Areas of training include Auto Mechanics, Electricity, Machine Shop, Television, Welding, and Wood Courses. Ask for a current bulletin for more information about these courses. Fees are from $5.00 to $35.00. Registration is Tuesday and Wednesday following Labor Day in September and the 4th week in January.

Evening Classes in Technical Subjects

Electronics, Mechanical, Industrial, and Design Courses are offered. All students entering the program must be high school graduates or the equivalent, have a strong algebra and math background with average or above ability. Classes are one night a week, three hours a night for twelve weeks. A certificate is issued to each student successfully completing a course. For more information call 289-4096.

Manpower Development and Training

Youth 16 years old but not yet 22 and in need of occupational training and further schooling may qualify for job training under the federally approved Manpower Development and Training Act. The training is free to those who qualify. All applicants will be interviewed and evaluated by the Indiana State Employment Service, located at 216 North Michigan Street, Phone 233-6175.

Apprenticeship Training

Apprenticeship provides an organized plan for learning a skilled trade as you work in the trade. Most programs require a high school diploma.

A formal application may be filled out and filed with the Secretary or Agent of the Apprenticeship Committee. To secure information, go to the Union office of the trade in which you are interested, contact an employer who hires workers in this trade, or call the Adult Education Office, 1534 W. Sample, Phone 289-4096.

On-The-Job Training

Many large business concerns have training programs leading to advancement in their business. Young people showing particular promise are selected from among their own employees for these programs. Once you secure a job, be sure to investigate these opportunities.

Division of Vocational Rehabilitation

If you are disabled in some manner, you may be eligible for training through the Indiana Division of Vocational Rehabilitation, 2701 Mishawaka Ave., Phone 288-4769. Visit or call the office for additional information.

STEP V

For your information here are some other suggestions:

Helpful Hints For Job Seekers

When contacting an employer for a job . . .

- Appear at your best; present a neat, well groomed appearance. You might be surprised at what this can do for you.
- Go alone; do not take a friend or relative with you. You, not your uncle or your best buddy, are applying for the job.
- Know why you are applying at a particular place.
- Know your qualifications -- be able to suggest the type of work you feel you can do.
- Don't be timid -- sell yourself but don't overdo it.

- Take some verification of your birthdate, perferably your birth certificate.

- Take your social security card (if you do not have a card, apply for one at the Social Security Office, 335 North Lafayette Blvd.)

- Have a list of references (Be sure to get approval from the people you list as references).

- Always be courteous. Even though you don't get the job, you may want to apply again.

Working Permits

Youth under 18 years of age must have a working permit. The procedure to follow in securing one is as follows:

1. Obtain promise of a job from an employer.

2. Apply at the South Bend Community School Corporation Pupil Personnel Office, 121 N. Lafayyette Blvd., Phone 232-5805 for an "Intention to Employ," Form 1A.

3. Have Form 1A signed by the prospective employer, one parent, and yourself.

4. Return Form 1A to the Pupil Personnel Office.

5. When these requirements are met, an Employment Certificate will be filled out and you will take it to your employer.

Your Military Obligation:

Every male citizen must register for selective service on his 18th birthday or within five days thereafter. You may do this at any selective service office, but you must give your home address. The St. Joseph County Selective Service Office is located at 156 Federal Building, 204 S. Main Street, South Bend, Indiana. There are six services through which your obligation may be completed: Air Force, Army, Coast Guard, Marines, Navy, and National Guard. Investigate the

opportunities in each before you sign up.

There are different ways of completing your military obligation. Each service may differ. Information on any service may be obtained by contacting the recruiting office in the Federal Building, 204 South Main Street. The National Guard office is in the Armory, 727 S. Eddy Street. Each service has its phone number listed in the telephone book under Government Offices -- United States.

STEP VI

If you have read this booklet through and still do not see any open doors, repeat Steps I through V. This time read it with more determination -- you may find the key to your door.

As you can see many kinds of help are available. Now it's up to you as to how much of the help you want to take advantage of and how willing you are to follow through.

For further information contact the Job Counseling Center, 110 North William Street, Phone 232-3733.

APPENDIX B

Newspaper Releases

NEWSPAPER RELEASE

South Bend Tribune

Sunday Morning, June 21, 1964

SCHOOL TEAM TO AID 551 AREA DROPOUTS

A special faculty team will attempt this summer to reach all 551 students who dropped out of South Bend's community high schools this last school year without earning a diploma.

The precedent-shattering effort has been made possible by a $4,400 grant to the South Bend Community School System under the federal National Defense Education Act.

Until now, project director Dr. Eldon E. Ruff noted, no organized effort was made to contact the student beyond the compulsory school attendance age once he left his classes.

On Own Initiative

If the dropout eventually continued his education or secured a job with the handicap of no diploma, it was through his own initiative.

A preliminary study of the cumulative school record cards of the 551 who left last year clearly demonstrates the serious loss both to the community and to the individual, Ruff said.

Standard achievement and intelligence tests given in the school indicate that 67% of the dropouts had the potential ability to profit from schooling and to earn a diploma.

On the other hand, only 21 per cent of those students were passing in all their subjects when they quit school.

Not Meeting Potentials

"Many of these students were definitely not achieving their potential in school," Ruff commented.

One goal of the special summer project is immediate: "to

provide services for these students so they can become more productive and useful citizens in our community," Ruff said.

To this end, a job counseling service has been set up in offices at 110 N. Williams Str., the vocational building annex at the rear of Central High School.

Stephen Kosana, John Adams High School counselor; Everett Holmgren, North Liberty High School, counselor; Eugene Glod, director of the systems regular work-study program for high school juniors and seniors, and Richard Wysong, industrial education co-ordinator for the system, are staffing the service.

Will Hold Interviews

They will conduct personal interviews with each dropout in an effort to discover if he has a job and if not, what he is doing to try and get a job.

If they can help him find a suitable job they will do so, working closely with the Indiana State Employment Service and other agencies.

If additional schooling or training is indicated -- and this is expected to be the finding in a majority of cases -- they will attempt to counsel the student in ways and means of getting that training.

This may mean re-entry into the regular high school program in the fall. It may also mean enrollment in the evening adult high school program; correspondence school courses; the many vocational trade and technical evening courses offered by the system; the Manpower Retraining Program; apprenticeship programs; private vocational schools; the work-study program, or whatever seems best suited for the individual.

Long Range Goal

There is also a long-range goal in the project aimed at reducing the actual incidence of dropouts, nearly 5.7 per cent of the total high school enrollment last year.

The project Ruff said, "will provide an excellent opportunity

to delve deeper into the reasons for leaving school and to examine more closely the program of the school in relation to the needs of the students who leave before graduation."

Intensive interviews will be conducted with each dropout in an effort to find out just why he or she quit and what might have been offered that would have kept him in school.

The preliminary study of cumulative records indicates some avenues to be explored in these interviews, Ruff said.

Most Over 16

There is an indication, for example, that the dropout takes place after a long record of school failure.

Seventy per cent of the dropouts were 16 years or 17 years of age and the highest incidence of dropouts was during the freshman year. Of the 551 who left, 198 did so in the freshman year, 167 in the sophomore year, 124 in the junior year and 61 in the senior year.

Broken homes may not be as much a factor as some would suspect. Of the dropouts, 70 per cent were living in homes with both parents.

Failure in English may be a good clew for identifying the potential dropout. Of those who left, 431 were below average in their command of the language. In mathematics, 391 were below average in performance.

20 Per Cent Active

Dropouts do not participate in overall school life. Only 20 per cent, the preliminary study shows, were active in an extra-curricular organization or activity of any kind.

Most dropouts did not have any goals in school, the study indicates. The records show that 355 of those left were in a general curriculum, while only 146 were in a definite vocational curriculum and 28 in a college preparatory program.

In a study of family background, 115 of the dropouts came from homes in which the father had an unskilled occupation; 153, semi-skilled; 102, skilled; 3, agriculture; 45, clerical, and sales; 27, professional and managerial, and 106, not recorded.

The dropout problem is not one in which boys predominate. Forty-five per cent of the students leaving school were girls.

Dropouts Get Letter

Ruff, who is director of guidance for the system, said a letter has been sent to each of the 551 dropouts informing them of the project and its goals. An attempt will also be made to reach each dropout by telephone to arrange an interview.

The Counseling offices will be open from 8:00 a.m. to 8:00 p.m. week-days. A booklet containing job and training information has been printed without cost to the system by Associates Investment Co. for distribution to the students.

Ruff said he plans to have a report on the project by the end of the summer, including a list of recommendations for changes in the regular school program which may help keep students in high school until graduation.

Last fall, the Kiwanis Club of South Bend offered the services of its members in helping counsel high school dropouts.

Ruff said 10 such cases were referred to Kiwanians, but it is too early to judge the effectiveness of this effort. He said the club has agreed to continue this effort during the summer and the next school year.

EDITORIAL

The South Bend Tribune

Monday, June 29, 1964

PROJECT DROPOUT

The South Bend school project of contacting students who dropped out of high school during the past school year ought to yield valuable results.

For one thing, it promises to lure some of the dropouts back to the classroom after they have experienced their dismal standing on the labor market without a diploma.

The project should also reveal useful information about the reasons why students drop out. Some of this information could indicate things that might be done by the school system to keep future potential dropouts interested in their education.

It has become a truism to observe that students who leave high school before getting a diploma are letting themselves in for a lifetime of troubles. As industries call for more and more skilled labor, the job hopes of men and women with only a couple of years of high school and little or no experience are getting dimmer and dimmer.

Just saying these things doesn't correct the problem. Hopefully, the South Bend faculty team conducting the dropout project under a National Defense Education Act grant, will be able to do more for local dropouts, present and future, than all the dire warnings in the world will ever do.

* * * * * * * * * * * * * * *

APPENDIX C

Information on

Manpower Development and Training Program

VOCATIONAL RETRAINING PROGRAMS in SOUTH BEND UNDER THE MANPOWER DEVELOPMENT and TRAINING ACT

The Manpower Development and Training Act of 1962 sets up a nationwide Federal program to provide vocational and on-the-job training for unemployed and underemployed persons. Training under the Act is designed to provide workers with new skills where needed, to upgrade their present skills, and to meet the job needs of workers displaced by automation and technological change, geographic relocation of industry, and shifts in market demands.

In most cases, job openings must be available or anticipated in the area before training courses are established. Persons to be trained must have reasonable expectation of employment in such openings or must give reasonable assurance of their willingness to accept employment outside their area of residence.

Out-of-school, unemployed youths, 16 years of age and older, may qualify for the Manpower Training Programs. In South Bend there are 24 courses being offered at the present time. Some of the courses being offered are refrigeration mechanic, oil burner installation and serviceman, data processing clerical occupations, programmer, welder, maintenance mechanic, upholsterer, auto body repairman, building maintenance man, architectural draftsman, electric motor repairman, auto mechanic, and cook.

APPENDIX D

Information on

Camp Atterbury Youth Program

CAMP ATTERBURY YOUTH PROGRAM

A Youth Training Center recently opened at Camp Atterbury, near Indianapolis. The Training Center is for unemployed, out-of-schools boys who have not completed their high school education.

The purpose of the Center is to provide 15 weeks of education and job-training for unemployed young men between the ages of 17 and 21. In addition to training, they will work on conservation projects in the area.

The Center is designed largely for young men who have dropped out of high school or who have been rejected for military service because of lack of education.

LETTER SENT TO PROSPECTIVE YOUTH CAMP ENROLLEES

INDIANA EMPLOYMENT SECURITY DIVISION
216 N. MICHIGAN STREET
South Bend, Indiana

Dear

We received your name from Dr. Eldon E. Ruff, Director of the Job Counseling Service, located at 110 N. Williams Street, South Bend, in order that we may offer you the services available at this office.

If you are presently unemployed or working on a job which you don't like, we shall be glad to help you. This agency offers employment counseling, job training, and placement service to applicants who desire help in deciding upon a suitable field of work or in finding employment.

You may also be interested in attending a Youth Training Corps at Camp Atterbury, thirty miles south of Indianapolis. This special youth program is designed particularly for boys who have not completed high school. The starting date has been set as July 20, 1964, and will continue for approximately one year. Training will include basic education, pre-vocation preparation, and occupational training. A weekly training allowance will be paid by the Federal Government and transportation will be furnished by the State Highway Department.

Our office, which is located at the above address is open Monday through Friday, 8:00 a.m. to 4:00 p.m. In order to be considered for enrollment at Camp Atterbury, it is very important that you report to Mr. Bauder on the 2nd floor of our office not later than Thursday, July 9th.

Please bring this letter when you report.

Very truly yours,

Loren L. Heckaman, Manager

By: Calvin Bauder
Youth Placement Supervisor

APPENDIX E

Kiwanis Stay in School Project

KIWANIS STAY IN SCHOOL PROJECT

The South Bend schools in cooperation with the local Kiwanis Club this past year initiated a "Stay in School Project." When a school counselor recognized that the resources available in the school would not prevent a boy from dropping out, he called upon a Kiwanian who had designated that he was willing to give of his time and efforts to provide information and counsel for a potential dropout. The Kiwanian approached education from a purely practical standpoint and discussed with the student the opportunities within his particular business and the educational requirements for the various jobs.

In addition to the "Stay in School Project" this same group of men were utilized in the summer counseling project financed under NDEA. The referrals in this case were already dropouts. The emphasis was the same however, the practical side of education. Each dropout was given a complete picture of the jobs available in a particular business or industry and the amount of education and training necessary to obtain the various jobs. The Kiwanian followed up each referral and provided encouragement and help when needed.

APPENDIX F

Questionnaires and Forms

Phone 232-3733

Job Counseling Center
Employment and Educational Assistance for Out-of-School Youth

110 North William Street, South Bend, Indiana

LETTER SENT TO DROPOUT

Dear

Enclosed is a booklet of information which may be of help to you. The booklet has been prepared and sent to you as one of the services of the Job Counseling Center, an employment and educational assistance center for out-of-school youth. These services are provided by a grant from the federal government and are free of charge to you.

If you are having trouble finding a job, keeping a job, or improving yourself on the job, or if you would like to continue your education on a part time or full time basis, the Job Counseling Center may be able to help you. Please call 233-3733 or stop in at the office at 110 North William Street week days from 8:00 a.m. until 8:00 p.m.

Sincerely,

Counselor
Job Counseling Center

JOB COUNSELING CENTER INFORMATION FORM

Answers will be kept confidential

_____
Date

Your name: _____ Phone No. _____

If "Mrs." Give your maiden name here: _____

Permanent Address: _____
(This is the address through which we can be sure of reaching you at any time.)

1. Are you A. ____ Single
   B. ____ Married
   C. ____ If married, how many children do you have?
   D. ____ Living at home with parents
   E. ____ Living away from home

2. What are you doing now? (Check one or more)

   A. ____ Working for pay, full-time
   B. ____ Working for pay, part-time
   C. ____ In school, full-time
   D. ____ In school, part-time
   E. ____ Housewife
   F. ____ In business for self
   G. ____ In armed forces
   H. ____ Not working, but looking for job
   I. ____ Not working, not looking for job
   J. ____ Other (Please describe) ___
   _____
   _____

3. What vocation did you select as your life work when you were in high school? _____

4. What kind of life work do you now actually expect to do? _____
   _____

5. How much education do you think is necessary for the job you are seeking?

   A. ____ What I have is enough
   B. ____ High school education is required
   C. ____ College would help
   D. ____ More specialized training would be helpful

   List the type of training you feel would be helpful. _____
   _____

6. What could the high school have done to make your experience there more helpful to you? _____

_____

7. We would like to know how you rate the HELP your high school gave you on the following problems: (Check the Proper Column)

	The High School Helped Me: A Great Deal	Some-what	Little or None	I'm Not Certain
A. Using your spare time	____	____	____	____
B. Taking part in community affairs	____	____	____	____
C. Marriage and family affairs	____	____	____	____
D. Getting a job	____	____	____	____
E. Getting along with other people	____	____	____	____
F. Preparing for further education	____	____	____	____
G. Understanding your abilities & interests.	____	____	____	____
H. Ability to read well	____	____	____	____
I. Using good English	____	____	____	____
J. Using basic mathematical skills	____	____	____	____
K. Using your money wisely	____	____	____	____
L. Conducting your own business affairs	____	____	____	____
M. Thinking through problems	____	____	____	____

If you have not had either part-time or full time employment since you left high school, you may omit questions 8,9,10,11,12,13,& 14 --- Everyone please answer questions 15 & 16.

8. In what ways could the school help you now? _____

_____

_____

9. IF YOU HAVE HAD FULL TIME EMPLOYMENT EXPERIENCE
Please describe the jobs you have held since leaving high school:

Employer (or firm)	Title of Job (or Kind of Work)	Date You Started	Date Job Terminated	Approximate Weekly Wage

10. IF YOU HAVE HAD PART TIME EMPLOYMENT EXPERIENCE
Please describe the jobs you have held since leaving high school?

Employer (or firm)	Title of Job (or Kind of Work)	Date You Started	Date Job Terminated	Approximate Weekly Wage

17. What were the most difficult problems you had to meet during your first year out of school?

_____

_____

_____

_____

THAT'S ALL -- THANK YOU FOR YOUR HELP AND CO-OPERATION!

JOB COUNSELING CENTER
Personal Interview Form

NAME _____ DATE _____

1. Have you tried to find work? Yes _____ No _____

2. How many places have you tried to find work?

1-3___ 4-6___ 7-10___ 11-15___ 16-20___ 20+___

3. How many applications have you filled out?

1-3___ 4-6___ 7-10___ 11-15___ 16-20___ 20+___

4. Have you tried the State Employment Agency? Yes ____ No ____

If yes, How did you find out about the State Employment Agency?

Friends ___ Counselor ___ Teacher ___ Relative ___ Parents ___

5. Have you applied at any other employment agencies? Yes ____ No ____

6. What do you do in your spare time?

7. Do you belong to any clubs or organizations? Yes ____ No ____

If yes, name and specify activities in club.

8. What would you really like to do right now if you could?

9. What is the financial status of your family?

10. Do you own a car? Yes _____ No _____

When was the car purchased?

How much does it cost you each month?

11. Why do you think that you had trouble in school?

12. Would you like to continue your education if you could take the courses you wanted to take? Yes _____ No _____

If yes, what courses? _____, _____,

_____, _____.

13. Why do you think you are unemployed?

14. Would you like to take some tests to find out what jobs you could do best?

15. Would you like help in improving your chances of getting a job?
Yes _____ No _____

16. Would you like to visit some of the South Bend industries? Yes __ No __

Bendix _____ Associates _____ Ball Band _____ Hospital _____ Other _____

17. Would you like to return to the counseling center for additional help and information? Yes _____ No _____

When? _____

JOB COUNSELING CENTER

Phone Contact Form

My name is _____ and I am working with the Job Counseling Center here in South Bend. Did you receive our packet of materials? We are very interested in providing educational and vocational assistance for those who have dropped out of school during this past year. This service is being sponsored by the government and will cost you nothing.

Are you working Yes _____ No _____

Where? _____

What sort of work are you doing? _____

Do you like your job? _____

Would you be interested in any other type of work?
Yes _____ No _____

(If No) Have you found the lack of a high school diploma a handicap in finding work? Yes _____ No _____

We would like to talk with you and tell you more about some of the things we hope to do this summer. Could you stop in the office for a personal interview?

Yes _____ Date _____ Time _____ No _____

Would you like me to come to your home to talk with you about our free services?

Yes _____ Date _____ Time _____ No _____

JOB COUNSELING CENTER

Not Available Form

Information to obtain if dropout has joined the armed services or has left the community.

NAME _____

ADDRESS _____

SCHOOL ATTENDED _____

IF HE LEFT THE COMMUNITY

Where did he go? _____

What is he doing? _____

What is his address? _____

IF HE JOINED ARMED SERVICES

When did he join? _____
Month Day Year

What branch did he join? _____
Army Navy Marines

Other (specify) _____

What is he doing in the service? _____

Address _____

JOB COUNSELING CENTER

Counseling Report Form

_____
Date

Name of Student _____

1. What is your over all impression of the student?

2. Main Points of Interview:

3. Future Plans:

4. Recommendations:

_____

_____
Date

_____

_____
Date

SOUTH BEND COMMUNITY SCHOOL CORPORATION
GUIDANCE DEPARTMENT
ELDON E. RUFF, DIRECTOR

8-22-63

DROPOUT STUDY FORM
1963 - 1964

DROPOUT DEFINED:
"One who leaves school for reasons other than moving."

A. NAME OF SCHOOL _____

B. NAME OF STUDENT _____

C. ADDRESS OF STUDENT _____

D. AGE, GRADE AND SEX OF STUDENT

1. Age _____
2. Grade _____
3. Male _____
4. Female _____

E. LIVES WITH

1. Father _____
2. Mother _____
3. Both Parents _____
4. Other - specify _____

F. REASONS FOR LEAVING SCHOOL OR FAILING TO ENTER

1. Physical or mental illness _____
2. Uneducability _____
3. Pregnancy _____
4. Failing _____
5. Committed to mental or correctional institution _____
6. Working _____
7. Not Interested _____
8. Enlisted in Armed Forces _____
9. Marriage _____
10. Other - explain _____

G. RETARDATION

1. None _____
2. Number of solids failed from 7th grade _____

H. READING

1. Reading level _____

DROPOUT STUDY FORM (continued)

I. STUDENT'S INTELLIGENCE QUOTIENT

1. Below 80 _____
2. 80 - 89 _____
3. 90 - 99 _____
4. 100 - 109 _____
5. 110 - 130 _____
6. 130 - over _____

J. SCHOOL ATTENDANCE RECORD

	Present semester	Past
1. Attended school regularly	_____	_____
2. Somewhat irregular in attendance	_____	_____
3. Very irregular in attendance	_____	_____
4. Indicate number of days absent the last full semester	_____	_____

K. NUMBER OF SUBJECTS IN WHICH STUDENT RECEIVED FAILING GRADES DURING THE LAST FULL MARKING PERIOD

1. No subjects _____
2. One subject _____
3. Two subjects _____
4. Three subjects or more _____

L. IN HOW MANY EXTRA CURRICULAR ACTIVITIES DID THE STUDENT TAKE PART DURING THE LAST FULL SCHOOL YEAR.

1. None _____
2. One _____
3. Two or more _____
4. No information _____

M. STUDENT'S DISCIPLINARY RECORD

1. No disciplinary difficulties _____
2. Occasional disciplinary difficulties _____
3. Frequent disciplinary difficulties _____

N. OCCUPATION OF FATHER OR PRIMARY WAGE EARNER

1. Professional or managerial _____
2. Clerical or sales _____
3. Agricultural _____
4. Skilled worker _____
5. Semi-skilled worker _____
6. Unskilled worker _____

DROPOUT STUDY FORM (continued)

O. HIGHEST GRADE COMPLETED BY FATHER

1. Elementary not completed _____
2. Elementary completed _____
3. High School completed _____
4. College completed (4 yrs. or more) _____

P. HIGHEST GRADE COMPLETED BY MOTHER

1. Elementary not completed _____
2. Elemantary completed _____
3. High School completed _____
4. College completed (4 yrs. or more) _____

Q. EMPLOYMENT

1. Does student have employment at time of leaving? Yes _____ No _____
2. If yes, specity _____
3. If no, what occupation does student hope to enter? _____

R. RACE OF STUDENT

1. White _____
2. Negro _____
3. Other _____

S. NUMBER OF BROTHERS AND SISTERS

		Number presently at home
1. None	_____	_____
2. One	_____	_____
3. Two to four	_____	_____
4. Five or more	_____	_____

T. CURRICULUM IN WHICH STUDENT WAS ENROLLED

1. College Preparatory _____
2. Vocational or technical (include business) _____
3. General _____
4. Other (explain) _____

U. AVERAGE GRADE IN ENGLISH

1. Above average _____
2. Average _____
3. Below average _____

DROPOUT STUDY FORM (continued)

V. AVERAGE GRADE IN MATHEMATICS

1. Above average _____
2. Average _____
3. Below average _____

W. ACADEMIC ACHIEVEMENT

1. Grade point average _____

X. TRANSFERS (number)

1. Frequency of transfer K - 12 _____
2. Frequency of transfer 9 - 12 _____

Y. DATE STUDENT WITHDREW _____

Z. HAS STUDENT BEEN A PREVIOUS DROPOUT _____

Information obtained by:

_____

_____

NOTE: After completion, Please forward to Iva Freund
Guidance Department
School Administration
Building

EER:iif
9/22/63

APPENDIX G

Significant Remarks from Personal Interviews

SIGNIFICANT REMARKS FROM PERSONAL INTERVIEWS

Symptomatic remarks came out of the personal interviews with the dropouts when asked such questions as: What is the real reason you dropped out of school? What could the school have done to make your experience more helpful to you? What can the Job Counseling Center to to help you?

We felt that remarks were significant as they seemed to be freely given in a non-threatening atmosphere. You would be surprised how verbal a dropout can be when he considers himself far removed from school which was at one time considered a threat and when he no longer has to make excuses for what he now knows to be the real reason for dropping out of school. His remarks cut across every fiber of school and community -- reading, curriculum, guidance, parents, teachers, and administration.

WHY DID THEY GIVE UP THEIR EDUCATION?

I quit because I couldn't read.

I sure could have used more individual help from teachers.

I couldn't take the courses I wanted.

I quit school because I couldn't get into shop courses. The counselor told me they were full.

They had me signed up for things I didn't want.

You see, it wasn't their fault. I came from a poor family and half of the time I would have to stay out of school to help make a living the best way possible. I was hungry, clothes weren't like they should be and it was hard to study at home.

I was out of money, my dad was not working, so I dropped out of school.

I had to try to support my mother and myself and I disliked some of the teachers.

If I transferred, they told me I would have to pay tuition.

I wanted to transfer and they wouldn't let me.

The assistant principal had it in for a bunch of us.

Nothing. Because I just hated it.

Just got fed up with it.

Goofed off! Always doing things others wouldn't do.

I had a very bad temper and couldn't stay out of fights.

Couldn't know anybody, hard to make friends.

It was boring and I was failing. Also, I didn't like the idea of being reclassified.

I don't like the people and anything I don't like, I don't do.

I thought school regulations were silly.

I was just bullheaded and wouldn't listen to anyone.

I just couldn't get it through that school was a place for education.

I felt lost in a big school after coming from the country. I didn't get the individual attention I did in a small school.

Didn't like the school and the way they teach, not enough time with students. Too big for me!

The school could have slowed down and taken more time with students.

I was doing very poor in high school and my parents suggested I quit. I gave up because my father pounded it into my head I wasn't any good and I began to believe it.

Too many problems in the home and I had a strong desire to go out on my own as soon as possible.

I got married.

Reasons Given for not Wanting the Help of the Job Counseling Center

I'm doing what I want to; therefore, I don't feel I need the services of the Job Counseling Center.

Parent: "If we need your help, we'll call. Right now -- we don't!"

Love what I'm doing. It's just what I've been looking for.

Let's drop it for now unless something happens. Awfully nice to know somebody cares.

I'm happy doing what I'm doing. If I ever need help, I'll call.

Life's too short to think about tomorrow.

I don't have any way to get there.

I'm working at an Athletic Club for $1.00 hour, I'm with my buddies, this looks like a good thing to be doing 5 or 10 years from now.

All I care about is making enough money to keep my car running, I'm not worried about the future -- Can you get me a job?

Other Significant Remarks

Parent: "So glad you called and I'm glad you're interested."

I'm living at home with my mother. She's working -- why should I?

I got a job offer but it was for 10 hours a day, 6 days a week and gee, I would only be home about 3 hours, so I'm not going to take it.

Comment after having been referred to a Kiwanian: "Really had my eyes opened. Frightened a little with the complexity of the job in which I was interested."

Parent: "I guess my boy was born 100 years too late. He always wanted to do things on his own. He would have been a good pioneer."

When a boy was asked what he did in his spare time, he replied: "Used to make bombs and rockets but the police stopped that." When asked why he did that, he replied: "Saw it on TV (Combat) and wanted to do it."

When a boy was asked why he wasn't living with his family, he replied: "My father will support me but not in his house. He'll put me in the Family and Children Center."

When a boy was asked why he didn't take his problems to the principal, he replied: "The Principal? I never even saw him!"

Another parent replied about her boy: "Hope he goes into the Army and makes a career of it."

They wouldn't let me in night school until I'd been out a year.

Parent: "He doesn't think the family is interested because they've asked him to go it alone."

If I didn't have to take History, English and those subjects, I believe I could take school.

School must be turning out some pretty good kids since they have somebody like you taking care of them.

APPENDIX H

Tables

TABLE I

The Project Sample

Number No Longer Living In The Community	104
In Armed Services	62
In Penal or Correctional Institution	13
Unable to Locate	29
Number Living In The Community	121
Did not want the Services of the Counseling Center	51
Responded to the Services of the Counseling Center	70
Total Number in the Project Sample	225

TABLE II

Background Information On The 70 Counseling Cases

From Questionnaires, See Appendix F

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
1. Age When Dropped Out			**53**
14	2	4%	
16	24	45%	
17	13	25%	
18	8	15%	
19	6	11%	
2. Grade in School When Dropped Out			**59**
9	32	54%	
10	17	29%	
11	7	12%	
12	3	5%	
3. Mental Ability			**60**
Above Average, 110 - up	9	15%	
Average, 90 - 110	27	45%	
Below Average, below 90	24	40%	
4. Marital Status			**64**
Single	62	97%	
Married	2	3%	
5. Place of Residence			**65**
At home	62	95%	
Away from home	3	5%	
6. Car Ownership			**64**
Yes	26	41%	
No	38	59%	

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
7. Club or Organization Membership			52
Belong	8	15%	
Do not belong	44	85%	
8. Spare time activities			58
Do nothing	15	26%	
Participate in sports	23	40%	
Watch television	1	2%	
Have a hobby	24	41%	
Work around home	11	19%	
9. Financial Status of family			63
Below average	27	43%	
Average	29	46%	
Above Average	7	11%	
10. Employment status			58
Working full time	9	16%	
Working part-time	6	10%	
Not working but looking for a job	40	69%	
Not working, not looking for a job	3	5%	
11. Job seeking experience			59
Tried 1 - 3 places	25	42%	
Tried 4 - 6 places	12	20%	
Tried 7 or more places	22	37%	
12. Referral to State Employment Agency			27
Referred by friends	9	33%	
Referred by parents	16	59%	
Referred by school	2	8%	
13. Employment Record			61
Have worked on one job	20	33%	
Have worked on 2 or 3 jobs	13	21%	
Have had part-time employment only	11	18%	
Have been unemployed	17	28%	

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
14. Weekly wage received when working			**63**
Less than $20.	2	3%	
$20. - $40.	21	33%	
$40. - $60.	22	35%	
$60. - $80.	12	19%	
$80. - $100.	2	3%	
$100. - $120.	4	6%	
15. Job Satisfaction in relation to last job held			**41**
Very satisfied	13	32%	
Somewhat satisfied	10	24%	
Just a job	12	29%	
Very unsatisfied	6	15%	
16. Place where knowledge was gained for jobs held			**38**
High school	5	13%	
Hobby	1	3%	
Other job experiences	6	15%	
At home	6	15%	
On-the-job training	27	71%	
17. Place where most help was received in getting a job after high school			**52**
Parents or relatives	15	29%	
Friends	9	17%	
Newspaper ad	4	8%	
Public employment agency	5	10%	
My own efforts	19	36%	
School	0	0%	
18. Extent to which high school courses helped on jobs held			**36**
A great deal	3	8%	
Some	10	28%	
Little or none	19	53%	
Not certain	4	11%	
19. Extent to which high school could have provided more help			**43**
More practical courses	25	58%	
More personal help	5	12%	
Nothing	13	30%	

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
20. Estimate of education necessary for job sought			**51**
What I have is enough	0	0%	
High school education is required	21	41%	
College would help	2	5%	
More specialized training would help	38	75%	

21. Help the high school gave ---------- **60**

	A great deal		Some		Little or none		Not certain	
Using your spare time	11	18%	13	21%	24	40%	12	20%
Taking part in community affairs	7	12%	15	25%	31	52%	4	7%
Marriage and family affairs	4	7%	8	14%	31	52%	12	20%
Getting a job	7	12%	15	25%	27	45%	7	12%
Getting along with other people	35	58%	12	20%	7	12%	3	5%
Preparing for further education	14	23%	19	31%	12	20%	11	18%
Understanding your abilities and interests	24	40%	15	25%	11	18%	7	12%
Ability to read well	28	47%	17	28%	8	14%	4	7%
Using good English	26	43%	20	33%	7	12%	6	10%
Using basic mathematical skills	23	38%	21	35%	8	14%	2	3%
Using your money wisely	14	23%	11	18%	17	28%	16	27%

21. Help the high school gave, continued

	A great deal		Some		Little or none		Not certain	
Conducting your own business affairs	10	17%	17	28%	18	30%	10	17%.
Thinking through problems	16	27%	25	42%	10	17%	6	10%

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
22. Help the high school could provide now			41
Counseling	7	17%	
Vocational courses	15	37%	
Getting a diploma	4	10%	
Finding work	3	7%	
Nothing	14	35%	
23. High school courses felt to be of special value on the job			33
English	10	30%	
Mathematics	18	55%	
Science	2	6%	
Speech	4	12%	
Bookkeeping	2	6%	
Typing	2	6%	
Shop Subjects	15	45%	
Home Economics	1	3%	
Sports	1	3%	
High School Hobby	2	6%	
Student Activities	2	6%	
None	6	18%	

	NUMBER	PER CENT	TOTAL NUMBER RESPONDING
24. Students reasons for leaving school			65
Financial need	10	15%	
Ill health	3	5%	
Dislike of school	30	46%	
Failure in school work	14	22%	
Dislike of teachers	5	8%	
Expelled	6	9%	
Married	4	6%	
Home problems	2	3%	
Couldn't take courses wanted	1	2%	
Couldn't read	1	2%	
25. Most difficult problems encountered during first year out of school			39
Lonesome	4	10%	
Finding a job	30	77%	
Adjusting to adult world	5	30%	
Earning enough money	2	5%	
Married life	1	3%	
No problems	10	26%	

TABLE III

Disposition of the 70 Counseling Cases as of August 7, 1964

Enrolled in regular high school	15
Enrolled in evening high school	13
Applied for Manpower Development & Training Courses	8
Enrolled in Manpower Development & Training Courses	1
Applied for Camp Atterbury	12
Enrolled in Camp Atterbury	2
Working full time	9
Working part-time	6
Placed on jobs as a result of referral to State Employment Office	6
Referred to Kiwanis Club Member for follow-up	5

TABLE IV

Services Provided the 70 Dropout Counselees by the State Employment Agency as a Result of Referral from the Counseling Center

Registered for Job Placement	33
Scheduled for General Aptitude Test Battery	42
Given the General Aptitude Test Battery	29
Received Job Counseling in regard to GATB Results	28
Placed on Jobs	6
Completed Applications for Manpower Development and Training Courses	8
Enrolled in Manpower Development and Training Courses	1
Sent Selection Notices for Camp Atterbury	41
Completed Applications for Camp Atterbury	12
Enrolled at Camp Atterbury	2